

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

11	Elementary schools (includes K-8)
4	Middle/Junior high schools
2	High schools
0	K-12 schools
17	TOTAL

2. District Per Pupil Expenditure: 12012

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	41	51	92	7			0
1	49	38	87	8			0
2	53	54	107	9			0
3	48	39	87	10			0
4	66	57	123	11			0
5	42	65	107	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							603

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 70 % Asian
 10 % Black or African American
 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 17 % White
 _____ % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1.	576
(5)	Total transferred students in row (3) divided by total students in row (4).	0.076
(6)	Amount in row (5) multiplied by 100.	7.639

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 83

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 7 %

Total Number of Students Served: 41

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>13</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Special resource teachers/specialists	<u>23</u>	<u>9</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>72</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	90%	96%	95%
Teacher turnover rate	7%	4%	3%	4%	4%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher attendance (as defined by a US-DOE Representative) at MLK School was its customary high level. Two veteran teachers, however, were out for the entire 2006-07 school year on short term sick leaves that were renewed throughout the year by their physicians.

In regard to MLK's teacher turnover rate during the 2008-09 school year, please note that two teachers (with self-contained classrooms) left our school. One teacher moved to another state and one teacher was transferred to another school within the District as the special education program she taught was relocated to another campus.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

As children enter our school, their radiant smiles bring evidence that Martin Luther King School (MLK) is a place where learners feel a sense of welcome and belonging, and where we keep Dr. King's dream alive. As our students journey through our hallways and classrooms, they learn first hand that all are afforded opportunities to become learners, thinkers, and dreamers. Our vision acknowledges that we are "dedicated in developing the whole child where teachers are instrumental in producing compassionate citizens who become passionate about education and embrace the philosophy of life-long learning." (MLK vision)

As a leader in melding philosophy with practice, Dr. King continues to inspire us as we embrace innovative initiatives set by the school and district and as we embed them in our "best practices" each day. Working in collaboration with the District of Edison and the University of Medicine and Dentistry of New Jersey, we developed a program that focuses on a system of supports and recognitions known as "Positive Behaviors Supports In Schools," (PBSIS). A proactive approach in reinforcing positive behavior of our students, we effectively reduced our student suspension rate from 5% to 1% within one year of its implementation. Later, we felt satisfaction in our accomplishment as we were recognized by the United States Department of Education for "Doing What Works" for our "best practice" in implementation of this initiative. (Refer to: <http://dwww.ed.gov/profiles>)

In our endeavor to help every child become a reader, writer, and thinker, we implement Fountas and Pinnell's Leveled Literacy Intervention program for our at risk students in grades 1-3, and Scholastic Publisher's "Read 180" program for our at risk learners in grades 4 and 5. Funding and technical support is provided through our classification as a Title I school. In observing the joy and pride of our students as recipients of Scholastic's 2008 Platinum Award, we know our efforts are meeting the needs of all students.

We take pride in our students' successes and accomplishments as evidenced by state and national awards for music and art competitions. This includes the Annual Chemistry Week Poster Contest where this year two of our students won first place at the national level for their prospective grade levels. Celebrations including our annual Evening of the Arts, Cultural Night, student concerts, and participation in Rutgers University's "Writing and the Visual Arts Program" give witness to our students' achievement. Assemblies, author visits, participation in a multitude of clubs, along with our deep sense of commitment to community service are seen as confirmation of the rich educational opportunities we provide daily. All of these help celebrate the passion for learning.

Just as our school community garden grows through the gentle touch of children's hands, our students know that they are immersed in a caring community and that we are there to help. Our community garden planted and cultivated by our students, flourishes as we donate the bountiful harvest to a local food pantry yearly. Our compassion can be felt through our Penny Harvest of coins collected for the Make-a-Wish Foundation, and our Support a Troop program, which supports our soldiers overseas. We promote empathy for humanity through projects such as Jump Rope for Heart (American Heart Association), Math-a-Thon (St. Jude's Hospital), and other fundraisers: i.e. Haiti. Our students understand that they are cared for in our school and, by our example and our encouragement, we believe they will become caring citizens.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The NJ-DOE directs each district to assess students in grades 3, 4, and 5 through its state-designed test, the Assessments of Skills and Knowledge (NJ-ASK.) This assessment is used in determining Adequate Yearly Progress (AYP) for each school. The NJ-DOE does not use nationally norm-referenced assessments in determining AYP for NCLB. A student must score 200 to 249 to meet the Proficient Standard; those who score 250 through 300 meet the Advanced Proficient Standard. Students' who score from 100 to 199 meet the Partially Proficient Standard. State Benchmarks indicate the percentage of students who must make Proficient or Advanced for the school to make AYP.

For the purpose of this application, we included all information related to our subgroups as required for Blue Ribbon, however, our state presents data in a different way using an aggregated system to determine AYP. For example, each subgroup population must have 30 students in grades 3, 4, and 5 combined for it to be statistically significant in determining AYP. Please refer to the following websites for further information in regard to our state's testing.

www.state.nj.us/education

<http://www.nj.gov/education/title1/accountability/ayp/timeinschool.html>

www.nj.gov/education/title1/accountability/ayp/0910

www.nj.gov/education/title1/accountability/ayp/0809

Trends evidenced in our school's test scores from NJ-ASK show that the majority of our students, including subgroups, maintain a high level of achievement and our school consistently attains AYP. This achievement is seen in both content areas, Language Arts Literacy and Mathematics, and across grades 3, 4, and 5. As we analyze the scores from the same students from third through fifth grade, we know that our students' achievement and our teaching practices excel.

Statistics for all subgroups are reflected on our state's Cycle I reports which are distributed to each school. When looking at each disaggregated subgroup, we know there is a disparity of scores among subgroups. Our Asian subgroup population always maintains an extremely high rate of performance. Our subgroups identified as at risk (Socio-economic, African American, Special Education) have a small population of students, yet, we see their success as an educational imperative. We continue to address the needs of all learners as evidenced with the programs and teaching practices we implement. (Refer to Part V, Questions 1, 2A, and 4.)

Our fifth grade scores from NJ-ASK showed a decrease during the 2007-08 testing year from previous year. We believe this is due to a change in variables on the NJ-ASK, including a revision to the test, the re-norming of scores, and a recalibration of the benchmarks that year. (Refer to the websites above.) During the 2008-09 testing year, our scores from the NJ-ASK for fifth grade showed a significant increase in achievement as we were able to modify our teaching practices to address the new learning needs of our students. A similar revision, re-norming, and recalibration occurred on the NJ-ASK for grades 3 and 4 last year. This year's NJ-ASK results will be used to determine the effectiveness of our revised teaching practices to meet all our students' learning needs.

2. **Using Assessment Results:**

Our staff analyzes the raw data from Cycle I reports of the NJ-ASK tests annually. Using the data and analyzing the cluster scores from assessments in Language Arts Literacy and Math, our School's Planning Team and our Professional Development Committee identify the learning needs of staff and students. We then develop and implement plans of growth for our entire learning community, students and staff.

Once we receive our scores from the NJ-DOE, our School Level Planning Team, (comprised of teachers from each grade level and content areas, parents, and an administrator) and our Professional Development Committee analyze testing data in depth. From our analysis, we identify specific strengths and challenges of our learners. Our School Planning Team develops and implements a School Level Plan (SLP) that include goals and objectives for teaching and learning each year. As a springboard to the SLP, our Professional Development Committee also creates a yearly Professional Development Plan for our adult learners. Both plans are aligned with our state's core curriculum content standards.

As each grade lays the foundation for the next grade, it is essential that assessments for our learners are aligned with our programs and instructional practices. Formative and summative assessments guide us in determining the strengths and challenges of our students and in making decisions about our instruction. We use alternative assessment tools including Scholastic's Reading Inventory, Learnia, and Study Island to recognize areas of instruction that need to be targeted. (Refer to Part V, Questions 2A and 3.) We are able to determine leveled reading materials appropriate for each child and plan instruction from our analysis of individual scores on The Developmental Reading Assessment (DRA) or Running Records.

We use information from multiple testing instruments to make decisions about our teaching and our programs so we may close the gap for our at risk learners while also addressing the needs of our high achievers.

3. Communicating Assessment Results:

We communicate NJ-ASK results to all stakeholders at many levels. The District Testing Coordinator presents the testing data to the Edison Board of Education and to the entire Edison community during a televised Board of Education meeting to which the public is invited. We send letters to our families informing parents of our status in achieving Adequate Yearly Progress (AYP). During our PTA meetings, assessment data and our School Level Plan (SLP) are shared with our families. Our principal shares the results of the Cycle I reports with the entire faculty during a staff meeting.

Our School Level Planning Team and our School Level Professional Development Committee begin their analysis of our scores immediately upon receipt. The new SLP emerges and is published for all to study. We share the new SLP in written and oral communication with the township, school district, faculty, parents, and students.

Throughout the school year, we regularly monitor the SLP and the assessment data via teacher cohorts and teams, by committees, and by administration. Thus, we are able to modify instruction as needed.

We make available writing samples from our own students to all grades 3, 4, and 5 teachers and their students. What constitutes an excellent score is thoroughly analyzed by teachers and students alike. Using writing samples from the NJ-ASK 3, 4, and 5, we work collegially and with students to recognize excellent responses, thus providing scaffolds for our students so they may attain higher achievement.

In addition to sharing assessment data with our learning community, we also communicate student performance in a myriad of ways: assemblies, recitals, on school and district websites, on cable TV broadcasts, on the school marquee, in the principal's weekly publication to faculty, and in her letters to our families.

4. Sharing Success:

One hallmark of education is collegiality. Edison teachers and administrators authentically value the insights and progress of our colleagues. When those successes and understandings are ours, we celebrate by sharing with our local teaching community, and with the wider field of education. We also thirst for new understandings of our practice as educators, and we constantly seek out the expertise of those within and outside our district.

We have welcomed teachers within the district and from neighboring community schools as they frequently visit our school during the teaching day. As a recipient of Scholastic's Read 180 Platinum Award, we are recognized as a laboratory by teams of teachers sent by Scholastic. They come to observe, to confer about our "best practices" and, together, we construct knowledge of our practice. In turn, we also learn from them.

Recognized by the US-DOE for "Doing What Works" for our proactive approach to discipline in promoting positive behavior of our students, (known as PBSIS) we are able to share our success with schools throughout the country. (<http://dwww.ed.gov/profiles>) We are privileged to share our expertise in local newspapers, on the district's website, at PTA meetings, and on the local cable television network. This is also evidenced as one of our colleagues was published in The International Reading Association's journal, The Reading Teacher ("Fast Start..." November, 2009).

If we are awarded the Blue Ribbon status of excellence, we anticipate celebrations at the school and district levels. Our website and local media would reflect our achievement and our principal will communicate this honor to our parents.

"Nothing Less Than Excellence" is our District's motto, and we strive to excel in sharing our gains with all learners. In addition to the celebrations mentioned above, we look forward to the opportunity that would connect us to other Blue Ribbon recipients in order to share and learn from them.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

We embrace the curriculum approved by the Edison Board of Education and our lessons are congruent with New Jersey's Core Curriculum Content Standards. The cores of learning at our school include:

Language Arts Literacy (LAL): Our language arts literacy curriculum and instruction are built around reading, writing, listening, speaking, and word study. Reading and writing are instructed within a workshop model. Children's literature is chosen at the instructional level, as determined by ongoing formative assessments. (Refer to Part IV, Question 2) Reading instruction is research-based aligned with that of Fountas and Pinnell models for reading workshop. The writing program springs from research and practice generated from Columbia University's Reading and Writing Project. Other literacy programs, including Read 180, Wilson, Foundations, and the Leveled Literacy Intervention Program, are implemented for students performing below expectations as seen on our NJ-ASK results.

Mathematics: As our young mathematicians are immersed in the world of numbers and learning tasks, we develop their mathematical skills, strategies, and understanding of concepts in the following:

- Number Sense
- Geometric Properties; Transforming Shapes; Coordinate Geometry
- Units of Measurement
- Patterns
- Algebraic Modeling and Procedures
- Data Analysis and Probability
- Discrete Mathematics

We use The ScottForesman-AddisonWesley's Mathematics series that is congruent with the New Jersey standards-based curriculum. We also use Pearson on-line support for teachers and students, including electronic student and teacher editions, challenging practice, enrichment, game-like activities, and drills.

Science: Recently we adopted the Houghton-Mifflin Science series with unit-sized texts for students in second through fifth grade. Kindergarten and first grade science curricula are generated from GEMS units, based on research by Stanford University. From kindergarten through fifth grade, our district has assigned three units of study—in life science, in physical science, and in earth science. Each grade level explores different areas of focus within those units. Beyond these requirements, we are free to explore additional identified units in biology, chemistry, ecology.

Social Studies: From kindergarten through fifth grade, our students study an ever-widening scope of societal awareness. Our youngest learners begin with "All About Me: Who Am I?" and our fifth graders consider present and historical, national and international, issues of importance and interest. Our students study Rights and Responsibilities, Map Skills, the Holocaust, Citizenship, Communities, and our State of New Jersey.

Foreign Language: Spanish is taught by highly qualified Spanish teachers to students in grades 2 through 5 three times weekly. These teachers have been trained in the Total Physical Response method (TPR) to develop communication skills in a foreign language.

Fine Arts: The talents of our students are ever present as they engage in visual and performing arts. Our students in grades 1 through 5 are offered opportunities to develop their skills as vocalists and artists during class each week. To enhance our fine arts instruction, students in grades 4 and 5 are encouraged to participate in orchestra, band, and/or chorus.

Physical Education: Our first through fifth grade students actively engage in gym class three times each week. Our instruction focuses on fitness, skill development, good sportsmanship, and team sports. Facilitated by our Literacy Enrichment Teacher, our kindergarten students participate in music and movement activities daily.

Enrichment: Our students may elect to participate in various clubs including Student Council, Safety Patrol, Technology, Odyssey of the Mind, Chess, Cooking, Sports, Mad Science, Garden, and Mentoring. Throughout the school year, programs presented to our students enhance the core curriculum. Our fifth grade students, along with peers from another elementary school in our district, attend Camp Bernie for a two day outdoor learning experience. This supports their transition to middle school. In addition, we are proud that our school is a community hub and resource that is used by many organizations.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

In our commitment to support our students so they may excel as readers, writers, and thinkers, our district chose to embrace Balanced Literacy with leveled texts. The research of Fountas and Pinnell guided much of our early thinking and it continues to influence ongoing design, implementation, instruction, and assessment. We combine this with our writing instruction based upon research from Columbia University's Reading/Writing Project.

Our instruction is provided within a Reading and a Writing Workshop model, as we immerse our students in rich literature each day. The elements of our reading instruction include shared reading experiences, small group guided reading instruction, and independent reading experiences coupled with individual conferences held by our teachers. The workshop model requires us to differentiate instruction.

For our at risk fourth and fifth grade students, we implement Scholastic Publisher's Read 180 Program. Aligned with Balanced Literacy, Read 180 enables us to link our instruction and assessment with software programs to enhance learning. As we address the needs of our at risk emergent readers, we implement the Leveled Literacy Intervention Program (LLI) by Fountas and Pinnell. Foundations and Wilson Reading Programs are used for some of our special education students. Instruction for all programs is designed and implemented strategically and with purpose as evidenced by our teachers' lessons plans that include strategies based upon our State's Core Curriculum Content Standards.

Multiple assessments are used to ensure that our students develop in their literacy skills. Reading skills and comprehension are measured and documented by several means, most notably, Running Records and the Developmental Reading Assessment (DRA.) We also routinely administer formative and summative assessments. (Refer to Part IV, Question 2.) These coupled with an analysis of our students' writing samples direct us in designing lessons and in identifying students who need ancillary support. Our at risk students may then be offered other services and programs including instruction from our Reading Specialist, basic skills instruction, supplemental instruction, before and after school intervention programs, and extended year literacy classes.

3. Additional Curriculum Area:

We at Martin Luther King School are dedicated to developing the whole child where all students' physical, emotional, social, and cognitive growth is fostered in a nurturing and productive learning environment. . . producing forthright, upstanding citizens who . . . embrace the philosophy of life-long learning. (MLK School vision)

In our dedication to developing the whole child, we have a deep understanding that our students' opportunities will rapidly change in a world led by technological innovations. Knowing this, our students must be life-long

learners in order to meet the demands of their changing world. The cultural diversity of our students as well as their diverse learning needs challenge us to research and identify how technology can address their requisites for learning. Every class in our school has computers and we have the availability of multiple laptop computers contained within a mobile unit. Our teachers' use of our Smart Board, our Elmo machines, Optoma Projector, and power-point presentations give confirmation that we enhance our instruction and learning by integrating technology into our lessons.

Technology is an essential factor in the programs we implement, including our Scholastic's Read 180 program. (Refer to Part V, Question 2.) Through the use of technology, our Learnia program is used to assess our student performance in reading and in math. This affords teachers and principal to access comprehensive data identifying individual and class strengths and needs in specific to New Jersey State Standards.

In addition, we are able to connect home and school learning through the applications of Pearson on-line and Study Island. Both are interactive internet programs where students have opportunities to engage in learning activities aligned with their learning needs. For students who do not have access to computers at home, we provide opportunities in school through our "Study Island Club," scheduled during our school day. Tutorials in the program are student centered so our learners are successful in tasks presented.

4. Instructional Methods:

Our differentiated instructional practices occur in a multitude of settings, and are aligned with the programs we teach. Differentiation of instruction is evidenced in our autistic classes, in our special education classes, in our general education classes, in our fine and kinesthetic arts classes, and our gifted and talented program known as TALENTS. Implementation of Scholastic's Read 180 Program, Pearson on-line, Study Island, and Learnia confirms that differentiated instruction is embedded in our teaching practices. (Refer to Part V, Questions 2 and 3.)

We differentiate further by offering opportunities to learn in our intervention programs known as "Academies" scheduled before and after school hours. These "Academies" provide intensive instruction in reading, writing, and mathematics for our at risk students. Our students involved in these programs are making gains in their achievement as reflected on their NJ-ASK scores. Our math program provides wide opportunities for our students to practice skills in a very concrete manner (manipulative tools, learning mats, games, drills, etc.); active engagement based upon individual needs is linked to their learning.

We know that it is essential to plan for our learners and best student assessment data support differentiated instruction. Our teachers, special education staff, Child Study Team, school counselor, and principal work in concert to assess student progress and to identify any changes in our students' needs. Their detailed and precise planning is evidenced by our special education students' Individual Education Plans or by our students' Intervention and Referral Services Plans.

The learning environment of our school encompasses instruction that is student centered, informed by assessment, and targeted toward subgroups and individual student needs.

5. Professional Development:

To affect our students' achievement and learning, we know that our adult learners must be immersed in quality professional development that is meaningful to them and aligned with our states standards. Unique to our district is a 3 year professional development experience for new and novice teachers and continued educational institutes for our tenured teachers. Our mentor teachers are trained in coaching methods to support our novice teachers. The school level curriculum resource teacher (CRT) reinforces the work of our district's staff developers. All professional development opportunities are aligned with our state's curriculum standards.

Our school's professional development plan is aligned with our School Level Plan (SLP) and addresses targeted initiatives determined by our students' achievement on the NJ-ASK. (Please refer to Part IV Question 2.) To support our writing initiative, our teachers and principal are inspired by Columbia University's Reading/Writing Project. Our teachers' instructional practice is enhanced by attendance at Columbia's Saturday workshops and summer institutes, and through onsite modeling by Columbia's coaches. These opportunities have a direct impact on the writing development of our students. Our adult learning opportunities are aligned with our state's academic standards and professional development standards for teachers and school leaders. For example, professional standards addressed by Columbia's Saturday workshop are –Subject Knowledge 1.1, 1.2, 1.3, 1.6, and 1.9. (Refer to www.state.nj.us/education)

Our school's professional development plan outlines adult learning opportunities, ensuring they are job-embedded, as exemplified by the following: professional learning communities (PLCs), book study clubs, peer coaching, collegial observations, participation in committees (including our Curriculum Coordinating Committee), and involvement in our Intervention and Referral Services Team. Our principal provides coverage for the classroom so teachers can participate in new learning for Study Island, Pearson on-line and Learnia. (Refer to Part V Questions 2A, and 3.)

As our teachers develop their yearly Professional Development Plan (PDP), they collaborate with our principal in identifying their needs as teachers and learners. Our teachers' PDPs are aligned with our school's initiatives and address the state's core curriculum content standards, all of which positively impact all learners.

6. School Leadership:

Excellence in leadership builds a learning community based on trust and empowerment, where leaders “create a culture of collegiality” (Barth, Educational Leadership, March, 2006.) This defines the leadership at our school. Our principal's leadership style is one of collegiality and empowerment. She makes it possible for teachers to teach and for students to learn. She ensures that our district's curriculum is taught as she develops partnerships among all stakeholders.

Our principal's commitment in sharing leadership with all stakeholders is seen through her collaboration with grade level team leaders, committee chairs, the Intervention and Referral Services team, and our PTA. Through her shared leadership, we are able to design and implement programs that address our students' achievement as confirmed by our before and after school “Academies,” Read 180 Program, and Leveled Literacy Intervention Program. (Refer to Part V, Questions 2A, 3, and 4.)

Through our PBSIS initiative, our principal has developed our awareness of how our students' behavior impacts their achievement. (Refer to Part III Summary.) She engenders leadership among us through the development of our yearly School Level Plan (Refer to Part IV, Question 2.) and she provides resources for implementing it. A model of life-long learning, our principal sits alongside our learners so she may learn with them and from them. (Refer to Part V, Question 5.) Our principal is proactive in bringing presentations, programs, and assemblies to our school. These opportunities enhance our curriculum and are supported through funding by our PTA.

Many of our teachers show leadership each day as they are vested in sharing responsibility, decision-making, and accountability. Our team leaders turn-key instructional initiatives. Our curriculum resource teacher shares her expertise in curricular and pedagogical experiences. Our guidance counselor leads us in supporting the emotional growth of our students. These few examples give testimony that we value leadership fostered in a “culture of collegiality.”

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NJ-ASK 3

Edition/Publication Year: State Designed Test

Publisher: State Designed Test

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	100	95	92	94
% Advanced	64	72	57	64	53
Number of students tested	115	101	81	90	78
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	0	81	53	0
% Advanced	28	0	19	20	0
Number of students tested	18	0	17	15	0
2. African American Students					
% Proficient plus % Advanced	54	0	81	0	0
% Advanced	23	0	13	0	0
Number of students tested	13	0	17	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	83	0	0	79	0
% Advanced	50	0	0	50	0
Number of students tested	18	0	0	14	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	99	100	100	100	98
% Advanced	80	82	83	80	70
Number of students tested	66	76	46	55	46

Notes:

Please refer to Part IV, Question 1 for information about our assessment results.

Subject: Reading

Grade: 3 Test: NJ-ASK 3

Edition/Publication Year: State Designed Test

Publisher: State Designed Test

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	77	99	96	93	92
% Advanced	14	14	19	9	9
Number of students tested	115	101	81	90	77
Percent of total students tested	100	100	99	99	96
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	28	0	88	60	0
% Advanced	0	0	6	0	0
Number of students tested	18	0	17	15	0
2. African American Students					
% Proficient plus % Advanced	31	0	88	0	0
% Advanced	0	0	6	0	0
Number of students tested	13	0	17	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	40	0	0	86	0
% Advanced	6	0	0	0	0
Number of students tested	18	0	0	14	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	0	0		
6. Largest Other Subgroup					
% Proficient plus % Advanced	86	90	100	100	96
% Advanced	23	15	26	15	9
Number of students tested	66	76	46	55	46

Notes:

Please refer to Part IV, Question 1 for information about our assessment results.

Subject: Mathematics

Grade: 4 Test: NJ-ASK 4

Edition/Publication Year: State Designed Test

Publisher: State Designed Test

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	93	93	92	93
% Advanced	69	63	66	68	57
Number of students tested	103	81	101	77	88
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	92	71	73	79	0
% Advanced	25	21	13	36	0
Number of students tested	12	14	15	14	0
2. African American Students					
% Proficient plus % Advanced	0	83	82	91	69
% Advanced	0	25	18	36	6
Number of students tested	0	12	11	11	16
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	92	0	83	75	0
% Advanced	54	0	39	33	0
Number of students tested	13	0	18	12	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	99	100	95	98	98
% Advanced	78	81	83	84	78
Number of students tested	78	47	66	44	51

Notes:

Please refer to Part IV, Question 1 for information about our assessment results.

Subject: Reading

Grade: 4 Test: NJ-ASK 4

Edition/Publication Year: State Designed Test

Publisher: State Designed Test

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	95	90	92	93
% Advanced	26	13	25	16	10
Number of students tested	103	79	100	75	87
Percent of total students tested	100	98	99	97	98
Number of students alternatively assessed	0	0	0	2	0
Percent of students alternatively assessed	0	0	0	3	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	83	53	79	0
% Advanced	8	8	0	7	0
Number of students tested	12	14	15	15	0
2. African American Students					
% Proficient plus % Advanced	0	83	55	82	69
% Advanced	0	0	0	0	0
Number of students tested	0	12	11	11	16
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	62	0	79	73	0
% Advanced	15	0	17	9	0
Number of students tested	13	0	18	11	0
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	100	96	98	98
% Advanced	30	19	35	21	16
Number of students tested	78	47	65	43	51

Notes:

Please refer to Part IV, Question 1 for information about our assessment results.

Subject: Mathematics

Grade: 5 Test: NJ-ASK 5

Edition/Publication Year: State Designed Test

Publisher: State Designed Test

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	Mar	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	95	88	96	90	
% Advanced	60	63	59	56	
Number of students tested	77	105	75	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	2	0	
Percent of students alternatively assessed	0	1	3	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	92	47	0	50	
% Advanced	0	13	0	0	
Number of students tested	12	15	0	12	
2. African American Students					
% Proficient plus % Advanced	92	50	0	57	
% Advanced	17	8	0	7	
Number of students tested	12	12	0	14	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
4. Special Education Students					
% Proficient plus % Advanced	0	63	93	73	
% Advanced	0	25	27	27	
Number of students tested	0	16	15	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	98	97		100	
% Advanced	84	82		78	
Number of students tested	44	67		49	

Notes:

Please refer to Part IV, Question 1 for information about our assessment results.

Subject: Reading

Grade: 5 Test: NJ-ASK 5

Edition/Publication Year: State Designed Test

Publisher: State Designed Test

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	Mar	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	91	82	97	94	
% Advanced	26	20	32	31	
Number of students tested	77	105	74	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	1	3	0	
Percent of students alternatively assessed	0	1	4	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	83	20		75	
% Advanced	17	0		0	
Number of students tested	12	15		12	
2. African American Students					
% Proficient plus % Advanced	75	17		86	
% Advanced	25	0		0	
Number of students tested	12	12		14	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	0	0		0	
% Advanced	0	0		0	
Number of students tested	0	0		0	
4. Special Education Students					
% Proficient plus % Advanced	0	31	93	73	
% Advanced	0	6	7	27	
Number of students tested	0	16	14	11	
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0		0	
% Advanced	0	0		0	
Number of students tested	0	0		0	
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	96		98	
% Advanced	27	27		39	
Number of students tested	44	67		44	

Notes:

Please refer to Part IV, Question 1 about our school's assessment results.